

## Using Top Hat for Assessing Attendance/Participation and Formative Assessment

*Formative Assessment: conducted primarily to check student understanding and improve student learning.*

Pitt faculty and students can now use Top Hat, an online platform which provides audience response tools, assignment building, and access and authoring options for digital textbooks for free. It also integrates with Blackboard. For the purpose of this faculty learning community meeting, we will focus on Top Hat audience response features which help instructors in large courses conduct formative assessment, but for additional information about Top Hat, see [Getting Started with Top Hat](#) or contact Top Hat Support at [1-888-663-5491/support@tophat.com](tel:1-888-663-5491) or Pitt's LMS Support at [412-648-2832/lms@teaching.pitt.edu](tel:412-648-2832).

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## Tools and Techniques for Conducting Summative Assessments (Besides Exams) in Large Classes

*Summative Assessment: conducted primarily to evaluate student learning.*

Assessment	Description	Tools/Examples
Poster presentations	<ul style="list-style-type: none"><li>• Depending on class size, students can create physical or virtual posters individually or in groups.</li><li>• You may want to give students a list of appropriate poster topics to choose from.</li><li>• You will need to reserve class time, either staggered throughout the semester or 2+ sessions at the end of the semester, for display of posters or virtual poster Q&amp; A.</li><li>• Simplify and streamline grading by using a rubric to evaluate posters.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Free PowerPoint Poster presentation template</a> &amp; <a href="#">Free Genographics PowerPoint poster presentation template</a>. Virtual posters can be displayed via Blackboard <a href="#">discussion boards</a> or <a href="#">course blogs</a>.</li><li>• Here's an example of a <a href="#">poster presentation rubric from the WTAMU Student Research Conference</a>.</li><li>• Want more info? Here's <a href="#">a blog post about Professor Jens Pruessner of McGill University who uses poster presentations in his 300+ student Psychology class</a>.</li></ul>

## Tools and Techniques for Conducting Summative Assessments (Besides Exams) in Large Classes Continued

Assessment	Description	Tools/Examples
Group projects or portfolios	<ul style="list-style-type: none"> <li>• Divide students into groups.</li> <li>• You can minimize the amount of time you spend mitigating group disputes about issues like social loafing by asking groups to complete and sign a contract with clear consequences for violations.</li> <li>• You may want to give groups a list of appropriate projects topics to choose from. If you want to collect portfolios, clearly identify what pieces groups should include and which pieces can be completed individually vs. collaboratively.</li> <li>• Create and communicate a rotating schedule for groups to submit work.</li> <li>• Simplify and streamline grading by using rubrics to evaluate projects or portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>• You can use <a href="#">Blackboard groups</a> to quickly <a href="#">manually</a> or <a href="#">randomly enroll</a> students into groups and create online spaces for student groups to collaborate and/or submit work.</li> <li>• <a href="#">Sample group contract from UC Irvine</a> &amp; <a href="#">sample group contract from George Brown College</a>.</li> <li>• Example: In a class of 200 students divided into groups of 5, you might ask for groups 1-5 to projects during Week 8, groups 6-10 to submit projects during Week 9, etc...</li> <li>• <a href="#">Blackboard rubrics</a> automatically calculate grades and input them into the Grade Center. Here's an example of a <a href="#">group project rubric from CMU</a>.</li> </ul>
Writing assignments	<ul style="list-style-type: none"> <li>• Assign written assignments to be assessed via peer review using Peerceptiv, a tool for peer assessment of writing which was developed based on research by Dr. Chris Schunn at LRDC.</li> <li>• Can be used within Blackboard.</li> <li>• Uses an algorithm to determine appropriate final grades based on multiple peer reviews (minimum of 3) of each student's work submission using a rubric.</li> <li>• Instructor participation is optional. Removes the necessity of instructor grading.</li> </ul>	<ul style="list-style-type: none"> <li>• For additional information, see <a href="#">Peerceptiv's website</a>, this <a href="#">short introduction video</a>, or schedule a consultation with LMS Support by contacting them at 412-648-2832 or <a href="mailto:lms@teaching.pitt.edu">lms@teaching.pitt.edu</a>.</li> </ul>